Oxford Cambridge and RSA

OCR-set Assignment

Sample Assessment Material

OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Human Biology

Unit F175: Human reproduction

Scenario Title: Issues with fertility (Jamila and Yoshi) and pregnancy (Charlie)

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

The OCR administrative codes linked to this unit are:

- unit entry code F175
- certification code H149

The regulated qualification number linked to this unit is:

610/3946/9

Duration

About:

- 20 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)
- 4 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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Information and instructions for Teachers

Using this assignment

This assignment provides a scenario and set of related tasks that reflect how a member of a healthcare team would construct plans for patients to help them with infertility and pregnancy issues.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

The assignment:
- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 20 hours of supervised time and 4 hours of unsupervised time to complete. Students should need approximately:
- 7 hours to complete Task 1
- 7 hours to complete Task 2
- 5 hours to complete Task 3
- 5 hours to complete Task 4

You **must**:

- Use an OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each task.
- Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.

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- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the Human Biology **Student guide to NEA assignments before** they start the assignments.
- Complete the **Teacher Observation Record** for **Task 3**. You **must** follow the guidance given when completing it.

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You **must not**:

- Use live OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the OCR-set assignments or assessment criteria.

Pages 1-4 are for teachers only. Please do **not** give **Pages 1-5** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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Tasks for students and assessment criteria

Unit F175: Human reproduction

Scenario Title: Issues with fertility (Jamila and Yoshi) and pregnancy (Charlie)

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

Scenario

You are a trainee healthcare professional working for your local NHS trust. Use the information in the **two** case studies below to plan a course of treatment for **both** case studies.

Case Study A: Jamila and Yoshi

Case Study B: Charlie

The case studies present information from initial consultations and resulting tests.

You will create a plan for **both** case studies but only present **one** of the treatment plans to the patient(s) for that case study.

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Case Study A (Issues with fertility): Jamila and Yoshi

You have been asked to construct a reproductive health plan for Jamila and Yoshi, a couple experiencing infertility issues.

An initial consultation with the couple has revealed that they have been trying to conceive for 20 months. During this time, they have been having regular unprotected sex every 2 to 3 days without using contraception. Prior to this Jamila had been taking the combined oral contraceptive pill for 5 years. They both have no children and neither have had any STIs in the past.

Information on Jamila:
- 34-year-old female
- Height: 1.66 m
- Weight: 60 kg
- Works full time in a chemical laboratory
- Carer for her mother which can be stressful and tiring
- Has a couple of small glasses of wine a week
- Never smoked
- Not on any medication
- Has regular periods about every 30 days which last for about 4 to 5 days
- On Jamila's last health check her blood pressure was 122 / 81 mm Hg
- An ultrasound scan found no abnormalities
- Blood tests carried out showed a progesterone level of 40 nmol / L on day 21.

Information on Yoshi:
- 35-year-old male
- Height: 1.82 m
- Weight: 90 kg
- Working full time as a long-distance lorry driver for 2 years
- Drinks approximately 14 units of alcohol a week
- Never smoked
- Yoshi says he probably drinks too much coffee
- Not currently on any medication but occasionally takes ibuprofen for back pain
- Yoshi's blood pressure is 130 / 82 mm Hg
- No obvious abnormalities found during the physical examination
- Results from a semen analysis test two months ago showed the following results:
    - count 9 million / ml
    - motility 39%
    - morphology 4%.

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Case Study B (Pregnancy issues): Charlie

Charlie is in week 8 of her first pregnancy. Charlie has come into the surgery with her partner for their first antenatal appointment. A midwife has asked you to observe the appointment and write an antenatal care plan.

Information on Charlie:

- 33-year-old female
- Height: 1.60 m
- Weight: 70 kg
- Conceived naturally
- Working full time as a teacher and intends to continue until 2 weeks before her due date
- Isn’t drinking any alcohol
- Never smoked
- Prior to her pregnancy she had no health problems and a blood pressure of 125 / 85 mm Hg.

Charlie is feeling a bit more tired than usual, but her partner says that Charlie has also been complaining of increased thirst and needing to urinate more often than usual. They are slightly concerned as both Charlie’s father and sister have diabetes and they don't know whether this may increase Charlie’s risk of gestational diabetes.

No protein was detected in the urine screening test and Charlie’s blood pressure was
142 / 97 mm Hg. A blood sample was taken from Charlie to test for hepatitis B, HIV and syphilis.

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Task 1

Creating a reproductive health plan for the patient(s) in Case Study A

Topic Areas 1, 3 and 4 are assessed in this task.

The task is:

Produce written material detailing key information and support for the patient(s) in
Case Study A.

Your evidence **must** include:

- Reproductive health plan
- Written evidence.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P1: Create a reproductive health plan containing all key components to meet the needs of the patient(s) in Case Study A. (PO4)	**M1:** Use research to **explain** the appropriateness of the reproductive health plan for the patient(s) in Case Study A. (PO4)	**D1: Analyse** the specific roles of the healthcare professionals, legislation, and regulatory boards in relation to their involvement in the reproductive health plan created in **P1**. (PO3)
P2: Explain possible causes of infertility for the patient(s) in Case Study A. (PO2)		
P3: Explain the advantages and disadvantages of different treatment options in relation to the context of the patient(s) in Case Study A. (PO2)	**M2: Evaluate** the eligibility of the patients to receive assisted reproductive technique(s). (PO3)	
P4: Explain the rationale of the treatment options and further tests chosen for the patient(s) in the reproductive health plan, including the likelihood		

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of success. (PO2)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P1	• Students must create a logical reproductive health plan which is presented in a clear order and within an appropriate timescale. • Students must include all key components as listed in subtopic area 3.5 Reproductive health plan.
P2	• Students must use the information and background provided in Case Study A to explain possible causes of infertility for the patient(s).
P3	• Students must explain the advantages and disadvantages of different options that **could** be used for the patient.
P4	• Students must explain the rationale of the treatment options and further tests that they have **chosen** for the patient(s) in the reproductive health plan. • Students must include an explanation of the likelihood of the success of each treatment option and test included.
M1	• **M1** is an extension of **P1**. • Students must use research to provide rationale for the appropriateness of the reproductive health plan they have produced for the patient(s) in Case Study A. • Students must apply their research to the information and background provided in Case Study A and the different treatment options available. • The research element of this criterion does **not** need to be completed under teacher supervised conditions but is necessary in order for students to access the criterion.
D1	• Students must analyse the role of the most appropriate healthcare professionals needed to treat and support the patient(s) (for example, doctor, fertility nurse, embryologist, etc) as appropriate to the reproductive health plan. • Students must analyse the legislation and regulatory boards that uphold the safety and quality of the treatment options identified in the reproductive health plan. • The specific healthcare professionals, legislation and regulatory boards will depend on the case study context. All relevant information must be included.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 2

Creating an antenatal care plan for the patient(s) in Case Study B

Topic Areas 1 and 2 are assessed in this task.

The task is:

Produce written material detailing key information and support for the patient(s) in
Case Study B.

Your evidence **must** include:

- Antenatal care plan
- Written evidence.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P5: Create an antenatal care plan containing all key components to meet the needs of the patient in Case Study B. (PO4)	**M3:** Use research to **explain** the appropriateness of the antenatal care plan for the patient in Case Study B. (PO4)	**D2: Analyse** the specific roles of the healthcare professionals, legislation, and regulatory boards in relation to their involvement in the antenatal care plan created in **P5**. (PO3)
P6: Explain possible effects on the mother and the foetus of undertaking the antenatal care plan in Case Study B. (PO2)		
P7: Explain the advantages and disadvantages of the antenatal care plan for the patient. (PO2)	**M4: Evaluate** the suitability of the patient to receive the antenatal care plan. (PO3)	
P8: Explain the rationale of the interventions and further tests identified chosen for the patient in the antenatal care plan. (PO2)		

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P5	• Students must create a logical antenatal care plan which is presented in a clear order and within an appropriate timescale. • Students must include all key components as listed in subtopic area 2.2 Antenatal care plan.
P6	• Possible effects might include physical, psychological and personal effects, and might have a positive or negative impact.
M3	• **M3** is an extension of **P5**. • Students must use research to provide rationale for the appropriateness of the antenatal care plan they have produced for the patient in Case Study B. • Students must apply their research to the information and background provided in Case Study B and the different treatment options available. • The research element of this criterion does **not** need to be completed under teacher supervised conditions but is necessary in order for students to access the criterion.
D2	• Students must analyse the role of the most appropriate healthcare professionals needed to treat and support the patient(s) (for example, doctor, midwife, etc) as appropriate to the antenatal care plan. • Students must analyse the legislation and regulatory boards that uphold the safety and quality of the interventions and/or further tests identified in the antenatal care plan. • The specific healthcare professionals, legislation and regulatory boards discussed will depend on the case study context. All relevant information must be included.

Advice:

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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Task 3

Presenting the plan for one Case Study

Topic Areas 1, 2, 3 and 4 are assessed in this task.

The task is:

Create and deliver a presentation of the plan from **either** Case Study A (from **Task 1**) or Case Study B (from **Task 2**).

- You will need to use your plan created in either **Task 1** or **Task 2** and the background in the scenario information.
- Your presentation must be written for the patient(s).
- You will also need to explain what adaptations you would make to the presentation so that it can be used to communicate to other members of the healthcare team.

Your evidence **must** include:

- A presentation designed for your chosen Case Study
- A Teacher Observation Record Form
- Written evidence.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P9: Create an appropriate presentation for the **chosen** Case Study, including the fundamentals of the plan. (PO4)	**M5: Deliver** the presentation effectively, with clear explanations of rationale beyond what is included in the presentation documentation. (PO4)	**D3: Justify** the content of the **chosen** presentation by detailing the scientific reasoning behind its inclusion. (PO3)
P10: Explain how the presentation has been focused with the patient(s) as the intended audience. (PO2)	**M6: Explain** appropriate adaptations to the presentation so that it can be used to communicate to other members of the healthcare team. (PO2)	

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Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
Task 3	• Students can either deliver the presentation to the teacher, peers or a combination of both. If the presentation is delivered to peers only, this must be recorded, so that the teacher can use the recording to complete the Teacher Observation Record for **M5** (you do **not** need to submit this for moderation).
P9	• Students must create a presentation for the patient(s) identified in the chosen case study. The presentation should be in the format they feel is most appropriate, which could include a poster, a PowerPoint presentation, a flow diagram, etc. • There must be sufficient detail in the presentation to demonstrate the key components of the plan appropriate for the patient(s).
P10	• Students must explain how the presentation created for **P9** was focused for the patient(s) as the intended audience. • Students must explain how the presentation was written so that it was relevant and accessible for the patient(s). • Students might choose to consider ways that scientific terminology might be re-phrased, amended or why they would need to use a particular scientific term.
M5	• **M5** is an extension of **P9**. • Teachers must complete a 'Teacher Observation Record' for each student to evidence they have met the criteria. Students must also read and sign it. • The Teacher Observation Record form should describe in detail how the student delivered the presentation effectively, with clear explanations of rationale beyond what is included in the presentation documentation.
M6	• Having created the presentation for the patient(s) in **P9**, students must now consider how it could be adapted for other members of the healthcare team. • Students might choose to create a further presentation to highlight the adaptations needed or they might choose to explain the adaptations in a different format, e.g. a table. • Students must explain the adaptations suggested so that the members of the healthcare team would be able to understand their contribution to the plan. • Students could consider how the scientific terminology used in the presentation might be modified to be communicated to a specialist audience.
D3	• Students must justify the content of the chosen

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	presentation by detailing the scientific reasoning. • Students will use their understanding of the unit content to provide valid reasons for the content's inclusion.

Task 4

Reviewing the plan and presentation for one Case Study

Topic Areas 1, 2, 3 and 4 are assessed in this task.

The task is:

Review the plan and presentation that you created for your **chosen** Case Study.

- You will need to review the plan created for your **chosen** Case Study (in either **Task 1** or **Task 2**).
- You must also obtain feedback from peers on your **chosen plan** you created in either **Task 1** or **Task 2**.
- You will need to review your presentation from **Task 3**.

Your evidence **must** include:

- Written evidence.

Use the assessment criteria below to tell you what you need to do in more detail.

Pass	Merit	Distinction
P11: Summarise the feedback received for your **chosen** plan. (PO2)	**M7: Analyse** the strengths and weaknesses of your **chosen** plan. (PO3)	**D4: Justify** the content of the **chosen** plan by detailing the scientific reasoning behind its inclusion. (PO3)
P12: Suggest how the presentation created in **Task 3** could be improved. (PO3)		**D5: Assess** the impact on the mental well-being of the patient(s) involved in your **chosen** plan. (PO3)

Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

Assessment Criteria	Assessment guidance
P11	• Students must clearly express the most important points stemming from the feedback received for their treatment plan in a short and clear form.

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	• The feedback for the treatment plan can be provided by the teacher and/or other students.
D4	• Students must justify the content of the chosen plan for the patient(s) by detailing the scientific reasoning. • Students will use their understanding of the unit content to provide valid reasons for the content's inclusion.

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Teacher Observation Record Form

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Human Biology (Extended Certificate)

Unit number:	F175
Unit title:	Human reproduction
Task number:	3
Task title:	Presenting the plan for one Case Study

Student's name:	
Date the activity was completed:	

What extra evidence is attached to the form?	

The **teacher** fills in this section:

This activity relates to Assessment Criterion **M5**. You **must** describe in detail how the student delivered the presentation effectively, with clear explanations of rationale beyond what is included in the presentation documentation.
How does the activity meet the requirements of the Assessment Criteria? You **must** describe: 1. what the student did 2. how it relates to the relevant Assessment Criteria.

Teacher's name:	
Teacher's signature:	
Date:	

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The **student** fills in this section:

I agree with my teacher's description of how I completed this activity Yes ☐	
Use this space to make any extra comments.	
Student's signature:	
Date:	

Guidance notes

Both the teacher **and** the student are responsible for completing this form.

The **teacher must**:
- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the Assessment Criteria.
- say how well the activity was completed in relation to the Assessment Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for validation.
- sign and date the form as evidence of agreement.

The **student must**:
- reach agreement with the teacher before the work is submitted for validation.
- use the form to show that they agree with the teacher's record of the activity observed.
- sign and date the form as evidence of agreement.

The form **must**:
- be accompanied by extra evidence, as required by the task.
- provide evidence that is individual to the student.

The form **must not**:
- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.

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- be used to evidence achievement of a whole unit or task in isolation.

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NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

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- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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